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| **Unit Theme Overview:** Spiral Poetry | **Links to resources:** | **Dates (weeks):** Varies |
| **Subject Area:** LA, Math, Art, ADST | * Resource Package (Handouts)
 | **Time per Lesson:** Varies |
| **Topic Theme:** Poetry | * Gear Template Tinkercad Link *(Sign-in > Copy & Tinker)*
 | **Lessons per weeks:** Varies |
| **Grade:** 8 | * Ring STL file
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| **Major Learnings:** See Curricular Competencies | * Spiral Poetry Video
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| **Curricular Competencies** | **Non-ADST Content**  | **Unit Chunks/Lessons** | **Resources per Chunk/Lesson** |
| * **(LA 8)** Construct meaningful personal connections between self, text, and world.
* **(LA 8)** Respond to text in personal, creative, and critical ways.
* **(LA 8)** Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.
* **(Math 8)** Use tools or technology to explore and create patterns and relationships, and test conjectures.
* **(Math 8)** Communicate mathematical thinking in many ways.
* **(Art 8)** Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences.
* **(ADST 8)** Identify and use appropriate tools, technologies, and materials for production.
* **(ADST 8)** Make a plan for production that includes key stages, and carry it out, making changes as needed.
 | * **Poetry:**
	+ Word Count
	+ Syllables
	+ Rhyme
* **Ordered Pairs:**
	+ Plotting ordered pairs.
* **Algebra:**
	+ Using a formula & substituting variables.
 | **Accessing prior knowledge:**1. Assess students’ knowledge of poetry: Are they aware of Rhyme, Syllables?
2. Assess students’ knowledge of the Cartesian plane: Can they determine, and plot ordered pairs?
3. Assess students’ knowledge of variables: Can they replace variables with values?

**Unit Body:**1. Brainstorm poem ideas. Ensure to cover criteria!
2. Write 2 poems. Choose preferred poem and check-in with teacher.
3. Determine a formula to use for x and y coordinates. Write poem and count words and syllables per line. Apply formula to each line to determine ordered pairs.
4. Practice plotting points on Cartesian plane, then migrate the plot to the plane-grid on the gear page.
5. ‘Draft’ CAD design in Tinkercad using gear page as a template, and Tinkercad instructions.
6. Export design using Export instructions.
7. Print Design.
8. Using the ‘ring’ gear and a device, do and capture spiral drawing.
9. Narration and presentation of spiral drawing.
 | A, B, C: *Your own judgement in this area is required to determine what your students should review/learn before attempting this unit.***Unit Body:** Use Resource Package & Links.1. Page 1.
2. Page 2.
3. Page 3, 4.
4. Pages 5, 6.
5. Page 7. Demonstration of controls and movement recommended.
6. Page 8. Demonstration recommended.
7. Slicer Program (*varies*), Printer (*varies*).
8. Capture Device(s), Pen/Pencil Crayon/Felt, Paper, Tape.
9. Teacher choice. *In this demonstration, Windows Movie Maker was used by students to edit and narrate the video, then students uploaded presentations to Google Classroom stream.*
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